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THE PRINCIPLES OF LOGIC. By *Herbert Austin Aikens, Ph. D.*, Leffingwell Professor of Philosophy in the College for Women of Western Reserve University. New York: Henry Holt & Company. 1902. Pages, x, 489.

Dr. Aikens has written a very satisfactory text-book of elementary logic. In simple language he has expounded not only the traditional logic, but also that broader and more flexible art of reasoning and of detecting of fallacies which the accumulated common sense of the world has made the patrimony of nearly every branch of human action and endeavor. Thus, in addition to the usual chapters on propositions, laws of thought, inference, the syllogism and its figures, deduction and induction, we have also chapters on the meaning of words and sentences, the use of single words and phrases, the uniformity of nature, the logic of science, statistics, averages, probabilities, observation and memory, discovery of past and future events, testimony, evidence, and the tests of truth. The "algebra of logic" has been omitted altogether. The fourth figure of the syllogism has not appeared to the author to represent any distinct principle of reasoning, and has therefore in his judgment no proper place in the objective treatment of logic; but he has explained nevertheless the traditional way of dealing with it. The author likewise lays special stress on his treatment of deduction, which he has approached from an altogether objective standpoint, similar to that assumed in the treatment of induction.

The literature of logic has been well digested in this volume, and the numerous examples and illustrations which the author has culled from his own reading are pertinent. This text-book will undoubtedly meet with a favorable reception.

THE TUTORIAL ARITHMETIC. By *W. P. Workman, M. A., B. Sc.*, Assisted by *R. H. Chope, B. A.* London: W. B. Clive. New York; Hinds & Noble, Cooper Union. Pages, 553. Price, 3s. 6d., or \$1.00.

We have before called attention in *The Open Court* to the admirable series of text-books published by the University Tutorial Press for the University Correspondence College of London, Eng. These books are especially adapted for self-instruction and contain an abundance of good explanatory material which most books leave for the teacher to supply. The newest book of the series is Workman and Chope's *Arithmetic*. While admittedly much hampered by the tyranny of the English examination system, the barbarous system of weights and measures, and the traditional divorce of arithmetic and algebra, the authors have produced a very useful book. A logical and scientific treatise on arithmetic, unimpeachable in all formal respects, they do not pretend to give. But they have made amends for this by offering much valuable material that is entirely missing in the ordinary text-book and which teachers at least will be delighted to have. The ample sections on Approximations and Contracted Operations are something that was greatly needed. The treatment of factoring, of the multiplication of fractions, and of compound proportion is claimed by the authors as novel, and much prominence has been given to questions

of theory. With the several works of the type of this *Tutorial Arithmetic* now in the field, there is no excuse for backwardness in teaching arithmetic.

DER NEO-LAMARCKISMUS UND SEINE BEZIEHUNGEN ZUM DARWINISMUS. Vortrag gehalten in der allgemeinen Sitzung der 74. Versammlung deutscher Naturforscher und Aerzte in Karlsbad am 26. Sept. 1902, mit Anmerkungen und Zusätzen herausgegeben von *Dr. Richard von Wettstein*, Professor an der Universität Wien. Jena: Verlag von Gustav Fischer. 1903. Pages, 30.

The papers epitomising the scientific research of the nineteenth century which were read at the Convention of the German Naturalists and Physicians at Hamburg in 1901, were unanimous in the opinion that the theory of descent constituted the general signature of the inquiries of the hundred years just closed. One aspect only, in the opinion of Professor Wettstein, was not sufficiently emphasised, viz., the growing ascendancy of the Lamarckian doctrine of evolution; and he has accordingly endeavored in the present pamphlet to make good this deficiency. He reviews the general situation, and as a botanist offers certain considerations from his own science to show that the Lamarckian principle is coördinate in importance with the Darwinian. It is not possible to explain all the phenomena of the formation of new species by either of these principles exclusively. The Lamarckian and Darwinian views are not incompatible, but are equally justified as explanatory factors. Mutation and selection, inclusive of crossing, explain the rich variety of the organic world, but are insufficient to account for the gradual advancement of the general level of organisation. "In direct adaptation," he says, "we have a phenomenon which in response to the requirements of life brings about a gradual transformation of the organism, which, as the conditions of life are modified, produce a differentiation of the organs, permitting uninfluenced organs to persist, though in a reduced or latent form."

DIE DOGMEN DER ERKENNTNISTHEORIE. Von *Fred Bon*. Leipzig: Verlag von Wilhelm Engelmann. 1902. Pages, viii, 349. Price, 7 Marks.

The preface of Mr. Bon's work is an allegory. The form of exposition is a dialogue somewhat in the fashion of Berkeley,—a style of writing now slightly antiquated, but not without its importance. The spokesmen are Misodogmos and Epistemos, who is Mr. Bon himself in disguise. The discussions take the form of criticisms of (1) the Berkeley dogma, (2) the Aristotelian and Hume dogma, (3) the Kant dogma, (4) the Locke dogma, and (5) the Descartes postulate. The study of the works of these great epistemologists has led Mr. Bon to the conclusion that knowing in the epistemological sense is fundamentally different from knowing in the scientific sense, and that therefore the propositions which have been established as correct with regard to the one have no application whatever for the other. The dogmas of epistemology have, in fine, made it impossible for the results of epistemological research to hold good for the individual sciences. The solution is